

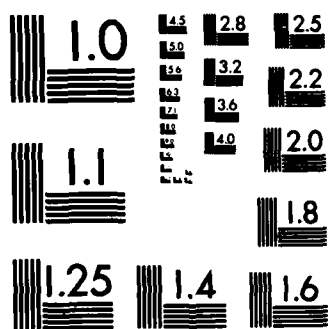
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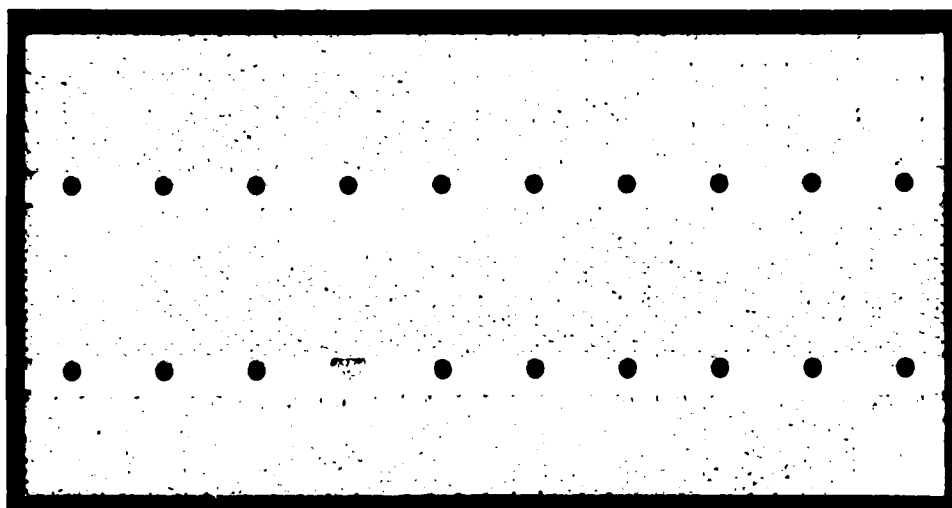


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PERSONNEL TECHNOLOGY

**AN EXAMINATION OF HISPANIC AND GENERAL POPULATION
PERCEPTIONS OF ORGANIZATIONAL ENVIRONMENTS**
(Harry C. Triandis, Principal Investigator)

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**DEPARTMENT OF PSYCHOLOGY
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ROLE PERCEPTIONS OF HISPANIC AND MAINSTREAM NAVY RECRUITS

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J. Lisansky & V. Ottati

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Abstract

Three studies explored the role perceptions of samples of Mainstream and Hispanic Navy recruits. Three different methods were used: (a) role differentials, where a role, such as Seaman - Naval Officer, and behaviors, such as "tells secrets to" were presented and the subjects estimated the frequency of the behavior on a 10-point scale, ranging from Never to Always; (b) behavior differentials, where stimuli, such as a Naval Officer, and behaviors that the subjects themselves may engage in were presented and subjects indicated whether they would engage in such behaviors, and (c) the stimuli were presented and the subjects indicated the probability that specific attributes are characteristic of the stimuli, e.g., Seamen are tough. There was some convergence across methods. The total pattern of results across studies suggested that Mainstream subjects experience both a push out of the family, and a pull toward the family, and a pull toward work roles, the total sum of these forces favoring work roles; Hispanic subjects experience essentially no push out of the family, a strong pull toward the family, and see work roles with considerable ambivalence. The implications of these findings for the Navy are discussed.

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Executive Summary

Three studies of role perceptions suggested that Mainstream Navy recruits experience a strong pull toward work roles, as well as a substantial push out of the family; Hispanics, by contrast, experience ambivalence toward work roles, and a strong pull toward the family. Specifically, there is more support, intimacy, love and respect perceived in family roles by the Hispanics than by the Mainstream recruits; there is more hostility, contempt, and giving and taking of orders seen by the Hispanics in work roles than is the case for the Mainstream. Also, Mainstream recruits see the Friend - Friend role as including much competition; the Hispanics see it as including mostly love and respect.

Such findings suggest that the Navy will necessarily have difficulties recruiting Hispanics. It may not be appropriate to simply look at the demographics of Hispanic presence in the U.S. and set quotas of the numbers of Hispanics that should be in the Navy. Also, if Hispanic children have most of their positive experiences within the family and mostly negative experiences outside the family, the Navy may need to consider some sort of long-range strategy that will change that pattern. For example, if Hispanics were recruited in Naval Boy Scout programs, or in similar organizations, and had many positive experiences outside the family, their perceptions of roles outside the family may change. Such changes would probably have implications for Hispanic recruitment. In addition, the Navy may experiment with the feasibility of reducing competition, increasing cooperation, and making the Navy environment more supportive. Such changes should prove attractive to Hispanics and would make the Navy more attractive to them.

Role Perceptions of Hispanic and Mainstream Navy Recruits¹

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The role construct is one of the most important concepts in the social sciences, since it links individual behavior to social situations. It refers to a patterned sequence of learned behaviors performed by a person in an interaction situation (Sarbin, 1954). From the early use of the concept by Linton (1936) it has been recognized that it refers to the dynamics of the status of an individual in a social system. The voluminous literature that uses the construct, reviewed by Biddle and Thomas (1966), Sarbin and Allen (1968), and Biddle (1979), and its central function in the theory of the social psychology of organizations (Katz & Kahn, 1978), testify to its importance.

Role perceptions have been studied by means of several methods, including the "role differential" (Triandis, Vassiliou, & Nassiakou, 1968; Triandis, 1976). However, little is known about similarities and differences in role perceptions among Hispanics and Mainstream individuals in the U.S.

Hispanic role perceptions have been studied mostly by anthropologists who usually presented them in the context of discussions of the Hispanic family and kinship relations. Many conclusions ventured by authors are questionable on a number of grounds. First, descriptions of role expectations are usually a by-product of broader ethnographic work and were rarely the focus of a research project. Secondly, most discussions deal with cultural ideals and do not consistently compare these ideals with actual cultural practices.

A third problem with many studies is that researchers were focused on traditional culture and tended to select their sample populations in remote rural areas or poor urban enclaves, thus, they tended to neglect the more complex phenomenon of transformations effected by such processes as acculturation and assimilation. A fourth criticism, offered by authors such as Cromwell and Ruiz

(1979) and Temple-Trujillo (1974), is that a bias has been detected in the work of researchers who used a "social deficit" model of the Hispanic family and culture, and had a tendency to overemphasize perceived negative qualities and to overlook positive qualities. Given these caveats, it is important that the tentative generalizations gleaned from the literature be taken as hypotheses which clearly require further testing for validation.

Most researchers emphasize the high value that Hispanics place on family relations. Aspects of "familism" have been documented for Mexican Americans (Achor, 1978; Gonzalez, 1969; Kagan, 1977; Madsen, 1972/1967; Mead, 1953; Murillo, 1976), Puerto Ricans (Glazer & Moynihan, 1963; Landy, 1959; Manners, 1956; Mintz, 1956; Wells, 1969), Cubans (Fox, 1973; Gill, 1976; MacGaffey & Barnett, 1962; Rogg, 1974; Szapocznik, 1980) and for Central and South Americans (Cohen, 1979; Szalay, Ruiz, Strohl, Lopez & Turbyville, 1978).

Husband-wife relations among Hispanics are frequently described in terms of the husband's patriarchal dominance and the wife's submissive obedience. Men are idealized as masters, as stronger, more intelligent, more reliable, less emotional and so forth. Women are presented as chaste, needing to be sheltered, as subdued, self-sacrificing, respectful, warm and nurturant (e.g., Achor, 1978; Burma, 1970; Clark, 1959; Heller, 1966; Landy, 1959; Mead, 1953; Mintz, 1966; Rubel, 1970; Wagenheim, 1972; Wells, 1969).

Cromwell and Ruiz (1979), who reviewed four studies on marital decision making within Mexican and Chicano families, concluded that "the available data fail to substantiate the hypothesis of Mexican and/or Chicano male dominance in marital decision making." Reviewing studies by deLenero (1969), Cromwell, Corrales and Torsiello (1973), Hawkes and Taylor (1975), and Cromwell and Cromwell (1978), they concluded that joint decisions of husbands and wives were by far the most common in the various Mexican and Chicano samples.

While most accounts portray Hispanic families as child oriented (e.g.,

Padilla, 1964/1958) and describe very close ties between parents and children (Kagan, 1977), the child's relationship to the parents varies with the age of the child, the sex of the child, and the sex of the parent. Young children are generally described as receiving relatively permissive treatment which changes somewhat upon the arrival of puberty. For example, Murillo (1976) describes the Mexican American father as relatively authoritarian and even more reserved and demanding of respect after his children reach puberty.

Relations to fathers, particularly of male children, are sometimes described as relatively formal and somewhat distant. For example, Safa (1974) describes Puerto Rican fathers in a shanty town as seldom affectionate and somewhat remote. Mothers, on the other hand, are more often described as warm, loving and nurturant. Tuck (1974/1946) quotes an informant as saying, "Mexicans live for their homes and the mother is the heart of that home."

Writing on Puerto Rico, Safa (1974) observed that the emphasis was on the mother-child dyad and that children of both sexes were very attached to mothers. Girls were often described as particularly close to their mothers. Diaz-Royo (1974) also saw Puerto Rican girls as closer to their mothers, and Madsen (1972/1967) stated that Mexican American mothers, daughters and sisters tend to group together. Fitzpatrick (1971) and several other authors have noted that the influence of Puerto Rican mothers on their sons is particularly important and strong.

Christensen (1977) reviews a study by Pallone, Hurley and Richard (1973) which found that the Puerto Rican mother on the mainland was seen as a primary source of help, and a study by Farquhar and Christensen (1968) which yielded further corroboration of the importance of the mother in Puerto Rican culture. The latter study found that the mother was the primary source of help with homework and more likely to administer discipline to children. Christensen asserted that Puerto Rican culture produces women who are, "Persevering, ambitious,

determined, strong of character, independent, and academically achieving." In particular, he argues for the "unique and influential role of the mother" in Puerto Rican culture.

Distance from fathers and closeness to mothers are further suggested by data from studies using the Semantic Differential. Martinez (1977) explored the meanings of the words "mother" and "father" for Mexican Americans. His data showed "father" as ranked highest on potency (power) and described as "hard, strong, tenacious and severe"; "mother" was seen as kinder and more beautiful. Martinez, Martinez, Olmedo and Goldman (1976) compared Chicano and Anglo students and found that the Chicano male subjects perceived "male" as more potent and "father" as more inactive than the rest of the subjects. Nevertheless, a more recent study (Triandis, Marín & Hui, Note 1) shows that there are no differences in the ratings given the "mother" and "father" concepts by Hispanic Navy recruits.

Expectations for children are usually described in terms of the respect, obedience and loyalty they owe to their parents. Burma (1970), Kagan (1977) and others discuss this for Mexican Americans, and Mintz (1966), Wells (1969) and others give similar descriptions for Puerto Ricans.

While loyalty within the nuclear family is often described as foremost, relations and ties to the extended family and close friends are important and are described as warm and friendly (e.g., Clark, 1959; Heller, 1966; Kagan, 1977). Heller (1966) further emphasizes that Mexican Americans maintain strong inter-generational ties.

Clark (1959) describes the expectations for the compadrazgo relationship; co-parents should be warm and friendly and not tease, joke, argue or fight. Wolf (1956), for Puerto Rico, mentions that co-parents are not supposed to fight. Some other studies indicate that role expectations for co-parents are becoming somewhat less formal and more relaxed (e.g., Achor, 1978).

Burma (1970) describes Mexican American friendship patterns as "deep and

narrow", and especially important within families. Goodman and Beman (1968), in a study of Mexican American children, report that when asked who they loved, Mexican American children only listed relatives while Anglo children included friends. Ross (1977) comments on Puerto Rican children's deep sense of personal commitment to friends, and the avoidance of aggressive and competitive behaviors.

The cultural pattern that is reflected in these comments is consistent with the simpatía cultural script, described by Triandis, Marín, Betancourt, Lisansky and Chang (Note 2). According to these authors, Hispanics relative to the Mainstream, tend to under-emphasize the occurrence of negative behaviors and to over-emphasize the occurrence of positive behaviors. Such a behavioral pattern is likely to lead to a person being perceived as simpatico.

The present sets of studies explore whether the simpatía script appears in Hispanic family and work role perceptions. If it is present we should observe differences between the Hispanic and Mainstream responses that will agree with the following patterns: When a behavior is negative, the perceived frequency of its occurrence will be lower for the Hispanic than for the Mainstream samples; when the behavior is positive, the perceived frequency of its occurrence will be higher for the Hispanic than for the Mainstream samples.

STUDY 1

Method

Subjects

One hundred and twenty-two recruits (62 Mainstream and 60 Hispanic) responded to a questionnaire as part of a larger study of their perceptions of the social environment. In each of three Navy recruit stations (Florida, California, and Illinois) when a Spanish-surnamed recruit was to be classified, the classification officer checked the recruit's self-identification on an application form on which "Hispanic" was one of the ways in which the applicant could describe himself. If the Spanish surnamed recruit had selected the Hispanic label he was

asked to complete a questionnaire. At the same time another recruit was randomly selected and given the same questionnaire. These other recruits constitute the "Mainstream" sample. They include some blacks, and those Hispanics who did not identify themselves as Hispanic.

The logic of this procedure takes into account the extensive literature on U.S. minorities which indicates that minorities differ in their levels of acculturation (e.g., Padilla, 1980). Many who might be considered minority members, by some criterion, are indistinguishable from Mainstream individuals. However, any one criterion for deciding that a person belongs to a minority group may be defective (Marín & Marín, 1982). Thus, two criteria are needed. Self-identification is an important criterion, because it is a central element of the way an individual constructs social reality. The designation of the other sample as Mainstream assumes that in the U.S. there are some similarities in points of view, across social class, race, age, sex, and other variables. To the extent that one can empirically demonstrate a contrast between Hispanics and Mainstream individuals, defined as above, in spite of the large variance in the Mainstream sample that is inevitable with this procedure, one has identified some rather reliable and important attribute of Hispanics.

Procedure

In this study the instrument was pseudoetic (the scales were simply taken from previous studies of the Greek and American cultures); it required 600 judgments, of the extent to which one of 20 behaviors is likely to occur in one of 30 roles. For example, an item asked how likely is it that a Mother will admire a Son? The subjects were asked to indicate on a 10-point scale, whether the first member of the dyad is likely to engage in the behavior. They were asked to use 1=never, 2=almost never, ..., 9=almost always and 10=always, with the intermediate points defined as 5=probably not and 6=probably yes. The roles and behaviors were selected from previous studies (Triandis, et al., 1968), to represent

the most heterogeneous roles and behaviors found in those studies. These studies had identified through factor analyses patterns of roles (e.g., family roles, public roles, conflict roles) and patterns of behaviors (e.g., associative vs. dissociative, superordinate vs. subordinate; intimate vs. formal; overt vs. covert). Roles and behaviors were selected to represent the extreme poles of these factors. Also, the roles Navy Officer-Seaman, Seaman-Navy Officer, Navy Officer-Navy Officer, Seaman-Seaman, were added to the sample of roles since they were particularly relevant to the sample of subjects of this study.

Results

Comparisons of the answers of the Hispanic and Mainstream samples, to each of the 600 role-behavior items were done through t-tests. One would expect 30 of these t-tests to be significant at the $p < .05$ level by chance alone. In fact 47 were significant at that level. Table 1 shows the results for different levels of significance. It indicates that the differences between the Hispanic and Mainstream samples are not due to random errors.

If the simpatío cultural script is operating we would expect the Hispanics to give lower frequencies to negative and higher frequencies to positive behaviors. The 47 significant t-test results were classified as to whether they fell into that pattern or were inconsistent with it. By chance we would have expected at most half the Hispanic means to exceed the Mainstream means and the other half to show the opposite pattern. In fact, 36 of the 47 significant t-tests were consistent with the simpatía pattern. This is unlikely to have occurred by chance ($\chi^2 = 13.04$, $df = 1$, $p < .001$). However, the effect is entirely due to the negative behaviors. Of the 47 behaviors that showed significant differences 36 were negative and 11 positive. For the negative behaviors 31 of the 36 showed the simpatía pattern. The cases that do not show the pattern are listed in Table 2. The five cases involving negative behaviors clearly show that there is more Superordination in the Hispanic role perceptions. Thus, among Hispanics in some roles, the

superordination pattern, which reminds us of Hofstede's (1980) Power Distance, overcomes the simpatía pattern. Five of the six cases involving positive behavior clearly show that there is less intimacy seen as appropriate in the Hispanic role perceptions. The avoidance of intimacy, however, is also largely linked to high status persons not being intimate with low status persons, so that it may well be part of the same Power Distance pattern. In summary then while most cases do fall into the simpatía pattern, there are 11 exceptions, and most of those can be accounted by an additional pattern linked to Power Distance.

The 20 by 20 matrix of intercorrelations for each role, based on the number of observations equal to the number of subjects, were subjected to factor analysis, with varimax rotation. These analyses were done separately for the Mainstream and Hispanic data. In this study the factors obtained across roles could have been similar since the subjects responded to the same scales. However, different factors were identified depending on (a) the role and (b) the ethnicity of the respondents.

The results of these analyses are presented in the Appendix. Briefly, in 30 of 34 occasions when the simpatía pattern could be present the data were consistent with the simpatía script.

STUDY 2

Method

Subjects

One hundred and five recruits (54 Mainstream and 51 Hispanic) were sampled by procedures already described under Study 1.

Instrument

In this study the instrument was mixed "emic" and "etic" requiring judgments of the extent to which one of 20 behaviors is likely to occur in one of 30 roles. The roles were the same as those mentioned in Study 1. The behaviors were obtained through interviews with samples of Hispanic and Mainstream students.¹

These students were asked to mention behaviors that might occur in such roles. For example, what behaviors are typical of Mothers interacting with Sons? The most frequently mentioned behaviors were included in the questionnaire. Some behaviors were frequently mentioned by the Hispanic but not the Mainstream respondents. These were included as "emic" Hispanic behaviors. Other behaviors were frequently mentioned by the Mainstream, but not the Hispanics. These were included in the questionnaire as "emic" Mainstream behaviors. However, the majority of the behaviors were suggested by both cultural groups in this pretest and thus are considered "etic". The final questionnaire included 15 "etic", 3 "Hispanic emic" and 2 "Mainstream emic" behaviors for each role, for a total of 20 judgments per role.

Results

Table 1 shows the comparison of the number of t-tests out of 600 that was expected to be significant by chance with the actual number that was significant. While 30 were expected to be significant by chance in fact 117 were significant. Even more impressive is the comparison of the number that was expected to be significant at the .01 level or better (6) with the actual number that was significant at that level (50). Thus, again the differences between the Hispanic and Mainstream means are not due to random errors.

Again we asked if the obtained differences fit the simpatía script. The results were overwhelmingly consistent with this script. For example, 38 of the 50 differences that were significant at the .01 level or better, conformed to the script. Since by chance only 25 would have conformed with the script the result is highly significant ($p < .001$). Again the exceptions are presented in Table 2; they occur when the Power Distance norm overwhelms the simpatía script.

Table 5 presents the factors that were extracted from the factor analyses of the 20 by 20 correlation matrices that corresponded to each of the roles.

In addition it lists the means of the particular sample on each factor. Thus, to read it one needs to inspect the "nomenclature section" and then the data. For instance, for the Mother-Son role, the Mainstream respondents have a Superordination factor that includes the behaviors gives orders, disciplines, threatens, and fights with. It accounts for 17 percent of the variance and the mean response is 5.3, which corresponds to "sometimes". In other words, the Mainstream sample indicates that Mothers will sometimes give orders, discipline and threaten Sons. The Hispanic sample has the same factor, but it accounts for only 15 percent of the variance, and the mean response corresponds to "seldom". On one scale, fights with, the means of 3.5 and 2.9 for the two samples are significantly different ($p < .05$).

To have some idea of the order of magnitude that a difference between the Mainstream and the Hispanic means must reach to be significant, we inspected the order of magnitude of the standard deviations, and computed the needed levels of difference for a t-test to be significant. A difference of .9 units would probably be significant at the .05, a difference of 1.2 at the .01, and a difference of 1.6 units at the .001 levels. Thus, the difference between 5.3 and 3.1 is probably highly significant. It would suggest that the Hispanics see Mothers much less likely to give orders or fight with, or threaten their sons than is the case for the Mainstream subjects. This is consistent with descriptions of the Hispanic family as one in which the males receive a great deal of respect and attention.

Method

Subjects

Two-hundred and twenty-five recruits (119 Mainstream and 106 Hispanic) responded to the two questionnaires described below. The subjects were sampled as described in Study 1.

Procedure

One questionnaire presented 15 stimulus persons, including MY MOTHER, BLACK SEAMEN, LATINO SEAMEN, WHITE SEAMEN, BLACK NAVAL OFFICERS, MY FATHER, MY FRIENDS, LATINO JOB FOREMEN, WHITE JOB FOREMEN and all combinations of LATINO, WHITE, and BLACK with PROFESSIONAL MEN. Many of these stimuli overlap with roles used in Studies 1 and 2. Under each role there were 10 attributes--intelligent, lazy, important, brave, aggressive, active, helpful, tough, hardworking and trustworthy--tapping dimensions that correspond to evaluation, potency and activity, and are likely to be used in thinking about such stimulus persons. The subjects were asked to judge whether the particular stimulus had the particular attribute on a 10-point scale (1=never true, 2=seldom true,...5=maybe not true, 6=maybe true,... 10=always true).

The second questionnaire consisted of 12 stimuli, including MY MOTHER, LATINO SEAMEN, BLACK NAVAL OFFICERS, LATINO NAVAL OFFICERS, ANGLO AMERICAN SEAMEN, ANGLO AMERICAN NAVAL OFFICERS, LATINO JOB FOREMEN, ANGLO AMERICAN JOB FOREMEN, LATINO PROFESSIONAL MEN, ANGLO AMERICAN PROFESSIONAL MEN and MY FATHER. Each stimulus was followed by 15 behaviors, selected to represent the five factors that previous studies on role relations (e.g., Triandis, 1964) had identified. Additional behaviors particularly appropriate for the particular sample and some of the stimulus persons (e.g., go on shore leave with) were also included. Subjects indicated the probability that they would engage in these behaviors with such stimulus persons.

Analyses

One analysis consisted of computing the correlations between every stimulus and every other stimulus person, based on the total number of subjects times the

number of judgments made by each subject. Thus, for the first questionnaire there were 1060 judgments relating a stimulus to another stimulus, for the Hispanic and 1190 for the Mainstream sample. For the second questionnaire there were 1590 and 1785 judgments that could be used for this analysis.

A second analysis examined if chi-squares comparing the Mainstream and Hispanic judgments to each of the stimulus person-scale combinations are significant.

A third analysis computed the 10 x 10 matrices of intercorrelations, for each stimulus, based on the appropriate N (number of subjects in the particular sample) and performed separate factor analyses for the Mainstream and Hispanic samples. When the Hispanics and Mainstream had a similar factor, the factor scores for each subject on the common factor were computed by summing the responses of the subject to the three highest loading scales of the common factor. The Mainstream factor scores were then compared with the Hispanic factor scores by t-tests.

Results

One initial concern was to identify the patterns of similar answers to the particular stimuli used in this study. This was done by examining the correlations among the stimuli. Since the number of judgments and subjects are large, even a small difference in correlations is significant. Thus, in the case of the attributes of the stimulus persons, a difference in correlation of .11 is significant at the .01 level, and a difference of .14 is significant at the .001 level. In the case of the behavioral intentions, differences in the correlations of .09 are significant at the .01 and differences of .12 at the .001 levels.

An overview of the high and low correlations reveals that I, MYSELF is linked with MOTHER, FATHER, and FRIENDS. That cluster is generally distinct from the cluster of WHITE, LATINO, BLACK SEAMEN and also from the cluster of WHITE, LATINO, WHITE NAVAL OFFICERS, and the various combinations of PROFESSIONAL MEN. Table 3 presents selected correlations that show these patterns.

The Mainstream recruits see a substantial similarity between themselves and their mothers, and a significantly lower similarity to their fathers; the Hispanics see themselves as equally similar to their two parents. Whether this finding has much significance requires speculation. Both cultural groups see themselves as similar to their friends, who are also similar to their parents. Naval officers are similar to each other, seamen of various ethnic groups are similar to each other, professional men of various ethnic groups are similar to each other. Status appears to be an important difference for the Mainstream while for the Latinos it seems to be less powerful, because the correlations between Latino Seamen and Latino professional men are relatively low (.33) for the former and relatively high (.50) for the latter group. We also note that the Hispanic correlations tend to be higher than the Mainstream.

Turning to the behavioral intentions, we note that the correlations among the stimuli are more or less similar in the case of behavioral intentions just as they are in the case of perceived attributes. However, the Mainstream sees a less clear link between the behaviors toward the self and the mother (.49) than do the Hispanics (.59).

In describing the differences between the Mainstream and Hispanic perceptions of the stimuli, we will group the stimuli the same way it was done by the subjects. So, first we will review how they perceived I, MYSELF, FATHER, MOTHER and FRIENDS. The only statistically significant difference between Mainstream and Hispanics on I, MYSELF was for the attribute important: The Hispanics saw themselves as more important than did the Mainstream ($p < .01$). The Hispanics saw MOTHER as more tough ($p < .005$) and hardworking ($p < .01$) than did the Mainstream, but the Mainstream saw her as more intelligent ($p < .01$) than did the Hispanics. FATHER was also seen as more intelligent by the Mainstream ($p < .04$), but the Hispanics saw him as more important ($p < .02$). FRIENDS were seen as more brave and helpful by the Hispanics than by the Mainstream ($p < .005$ and $< .02$ respectively).

A contrast stimulus for this group of stimuli is LATINO SEAMEN. Here we find differences beyond $p < .01$ on almost all attributes, so that the Hispanics see them as more intelligent ($p < .04$) important, brave, active, helpful, tough, hardworking, and trustworthy ($p < .05$) than do the Mainstream who see them as more lazy ($p < .05$) than do the Hispanics.

LATINO NAVAL OFFICERS are seen as more active by the Hispanics and more lazy by the Mainstream than by the Hispanics. However, it should be remembered that both groups see them as low on the attribute lazy. LATINO PROFESSIONAL MEN and FOREMEN provide very similar contrasts as LATINO SEAMEN, i.e., the Hispanics see them as more intelligent, important, active, helpful, hardworking and trustworthy, while the Mainstream see them as more lazy than do the recruits of the other cultural group.

Turning to the judgments of behavioral intentions towards the stimulus persons, we find the Hispanics higher than the Mainstream for the behaviors respect, eat lunch with, and trust for the stimulus MOTHER, but the Mainstream higher than the Hispanics on ask for advice and be friends with for the stimulus FATHER.

The Hispanics see it as more probable that they would respect, listen to, help, trust, ask for advice, and be friends with a Latino seaman (all at $p < .01$, except for the last which is at $p < .05$). There are no differences in behavioral intentions towards LATINO NAVAL OFFICERS, or PROFESSIONAL MEN.

To simplify the presentation we will not mention all of the other significant findings. However, a few seem interesting: The Mainstream is indicating they are more likely to respect and eat lunch with an ANGLO-AMERICAN JOB FOREMAN. The Hispanics indicate they are more likely to listen to a LATINO JOB FOREMAN ($p < .02$). The Hispanics say they are more likely to eat lunch with ($p < .03$) and be friends with ($p < .04$) a BLACK NAVAL OFFICER, than is the case for the Mainstream.

The third exploratory analysis of the data consisted of factor analyses of

the scales that corresponded to each stimulus, computation of the factor scores of the subjects on those factors that the Mainstream and Hispanics had in common (these are only factors on which comparison is legitimate, since they are the only ones that have the same meaning for the two samples), and comparison of the factor scores of the two samples, via t-tests. Table 4 reports those results that reached significance.

The interpretation of factors is always debatable. It would seem reasonable to call brave, aggressive and tough an Evaluative factor, and Hispanics clearly evaluate their mothers, Latino seamen, their friends, Latino job foremen, and Latino professional men more positively than do the Mainstream. This fits well with greater respect that they give to their mothers, Latino seamen, Latino job foremen, and Latino professional men, in the behavioral intention factors. The helpful, hardworking, trustworthy factor may be interpreted as Supportiveness, and it is found in the case of Latino seamen, Naval officers, and job foremen, and may also be in modified form in the case of Latino professional men. The combination intelligent, important, active suggests Status, and is found in the case of Latino Job Foremen. The combination active and helpful suggests Dynamic Support, and is found in the case of black professional men more among Hispanics than among the Mainstream.

A Friendship factor is suggested by the combination eat lunch with, go on shore leave with, take a camping trip with, which is found more strongly among Hispanics than the Mainstream for Latino Job Foremen.

General Results and Discussion

In exploratory studies, such as this one, one looks for consistency across results to confirm their reliability. In the present section we will review the results of Study 2, but will examine any results of Studies 1 and 3 that may confirm or disconfirm the findings and conclusions from Study 2. Since different samples of Mainstream and Hispanic recruits responded to the instruments of these

three studies, consistencies in results across these studies imply the identification of some general pattern.

Since the roles of Study 2 fall into two groupings, family and work-roles, we will discuss the results of Table 5 in two sections that correspond to these groupings.

Family Roles

These roles may be classified along three facets: status (high to low, equal, low to high), sex (male-male, male-female, female-male, female-female), and blood relative non-blood relative (e.g., father-son vs. father-in-law to son-in-law). The contrast between levels of status might be examined by contrasting the father-son, brother-brother, and son-father roles, and for replication the mother-daughter, sister-sister, daughter-mother roles.

The Father-Son role seems to be characterized by the same level of Respect and Love in the Mainstream and in the Hispanic sample. The Brother-Brother role includes much Competition with Superordination in both samples (e.g., the mean for fights with is 6.1 and 5.1 for the Mainstream and Hispanics, $p < .05$), and also Love and Respect. Indeed, in Study 3 the Hispanics are significantly higher than the Mainstream on helps, shares, and loves. Finally, the Son-Father role shows more Subordination, Love and Respect in the Hispanic than in the Mainstream sample.

In terms of the Mother-Daughter role, we note more Love and Respect in the Hispanic sample (also, the scale admires, with means of 7.0 and 8.0 for the Mainstream and Hispanics is $p < .05$; the shows affection scale with means of 6.8 and 7.9 is equally significant). There is little Subordination in both samples. But Superordination is somewhat higher in the Hispanic sample (the scale disciplines has means of 5.5 and 6.7 and gives orders has means of 5.4 and 6.9) though it does not form a separate factor for the Hispanics. It is interesting that the Mainstream factor reflects Informality (not send written invitation to)

while the Hispanic factor Intimacy (tell personal problems to). The Sister-Sister role shows Competition and Love and Respect in both samples. However, the relative importance of the latter factor in the Hispanic sample (38% of variance) suggests that it is coloring all behaviors within that role, while in the Mainstream it is more differentiated from other behaviors.

The Daughter-Mother role is perceived as including much Love, Respect and Intimacy in both samples, though this attribute seems to color the behaviors in that role more in the Hispanic than the Mainstream samples (the contrast between 27% and $8+6=14\%$). A striking difference is that the Independence factor colors the relationship in the Mainstream much more (21% vs. 9%) than in the Hispanic sample. Superordination is higher in the Mainstream (the scales disciplines with means of 3.0 and 2.0 and hits with 2.5 and 1.6 are $p<.05$) than in the Hispanic sample.

We now turn to the cross-sex relationships within the nuclear family. In the Mother-Son role we find more Superordination (4.5 vs. 3.1) in the Mainstream but similar degrees of Intimacy and Love and Respect. In the Father-Daughter role we find somewhat higher levels of Respect and Love in the Hispanic sample. Also, in Study 3, the Hispanic sample is higher on loves, protects, respects and helps. But we also find more Superordination (6.6 vs. 4.0) in the Hispanic respondents. We note also minimal levels of Subordination and Intimacy in that role in both samples.

The Son-Mother role shows equal levels of Striving for Independence and Intimacy in both samples. However, the Love, Respect and Subordination factor which colors this role as seen by the Hispanics does not appear in the Mainstream. The only scale that reaches significance is for hits, where the means are 2.4 and 1.3 ($p<.05$) in the Mainstream and Hispanic samples respectively.

In the Daughter-Father role the Hispanic perception is that Subordination, Love and Respect color this role, while the Mainstream perception suggests that Hostility is present, to a greater extent than Love and Respect. There are

equal levels of Independence and while Intimacy is very Important in the Hispanic perceptions it does not emerge in the Mainstream. The Hostility that is seen in the Mainstream appears also on three scales that reach significant differences at $p < .05$: fights with with means of 4.1 and 3.3, disciplines with means of 2.8 and 1.8, and hits, with means of 2.4 and 1.4 respectively for the Mainstream and Hispanic samples. While these levels are low for a 1-10 scale, the Mainstream levels are certainly not negligible. It appears then that in the Mainstream there is a perception of greater tension between cross-sex roles than is the case for the Hispanic sample.

In both the Husband-Wife and Wife-Husband roles we find high levels of Love, Respect and Intimacy. These factors color most of the role perceptions within these two roles. However, there is also an undertone of hostility somewhat more pervasive in the Hispanic than in the Mainstream perceptions in the case of the Wife-Husband role. The opposite pattern, that is more pervasive hostility in the Mainstream than in the Hispanic sample, appears in the case of the Husband-Wife role.

Among the Mainstream respondents there is a good deal of Power Distance in the Wife-Husband role which is less pervasive in the Husband-Wife role. By contrast in the Hispanic sample Hostility splits into two factors—Hostile Superordination, and Subordination in the case of the Wife-Husband and straight Subordination and Superordination in the case of Husband-Wife role. The levels of Power Distance in the Mainstream roles are somewhat lower than the levels of Subordination and Superordination in the Hispanic perceptions. In the case of the Husband-Wife role the scale gives orders to has means of 3.2 and 5.1 for the Mainstream and Hispanic samples respectively. This is significant at the $p < .01$ level. In sum it appears that while Love, Respect and Intimacy are very powerful pervasive perceptions in both roles and in both samples, there is also a good deal of Hostility, particularly in the case of the Husband-Wife role in the

Mainstream, and Superordination in the case of the Husband-Wife role in the Hispanic sample.

In the case of the Mainstream respondents the Grandson-Grandparent role is colored very strongly by Insubordination, moderate amounts of Subordination and a certain amount of Intimacy. In the case of the Hispanics that role is tempered mostly by Love, Respect and Intimacy. There are very low levels of Contempt, and Subordination is higher in the Hispanic than in Mainstream samples. The Grandparent-Grandson role is colored by Love and Respect in both samples but more powerfully in the Hispanic than the Mainstream sample. In the Mainstream there is a Guidance factor that pervades the judgments. In the Hispanic sample we find Intimacy and Liking factors as well.

It would appear, then, that the Hispanics perceive a warmer, more loving and mutually respectful relationship in those roles while the Mainstream perceives a grandparent who is trying to guide and a grandson who refuses to be guided. The hostility that such a situation may reflect can be seen in the means of the scale fights with . For the Grandparent-Grandson the Mainstream and Hispanic means are 3.5 and 2.3 (significantly different at $p < .05$), and for the Grandson--Grandparent they are 2.9 and 2.0, equally significant.

We will now examine the Uncle-Nephew and Cousin-Cousin roles. In the Uncle--Nephew we find the Mainstream coloring the role with Superordination, (the means on argues with are 4.1 and 3.4, difference $p < .05$ for the Uncle-Nephew and on threatens they are 3.1 and 2.3 for the Mainstream and Hispanics respectively, equally significant for the Nephew-Uncle), Intimacy, Subordination, Respect and Love while the Hispanics' strongest coloring is in Guidance, Hostility, Equality, Intimacy, Love and Control. Thus, again we get a more remote controlling relationship in the case of the Hispanic sample. The Nephew-Uncle role shows Striving for Indpendence and Insubordination in the Mainstream and Hispanic samples respectively. However, there is also a little bit of Friendship in both samples

and the Hispanics see a good deal of Love and Respect. In short, the Uncle-Nephew relationship in the Hispanic sample has some of the qualities of the relationship one finds in the Father-Son role, but with less respect and love and more control.

Turning to the cousins, we note considerable competition, but this is more pervasive in the case of the Mainstream than in the case of the Hispanics. Love, Respect, and Intimacy pervade the Hispanic perception of this role and are of secondary importance for the Mainstream. However, the Hispanics also see a certain amount of Power Distance in this relationship. If we sum the pervasiveness of Power Distance and Competition for the Hispanic sample it becomes comparable to the pervasiveness of Competition in the Mainstream sample.

We finally turn to the in-law relationships, where we find Love and Respect more pervasive in the Hispanic sample than in the Mainstream for the Father-in-law--Son-in-law and Mother-in-law--Son-in-law roles. Love and Respect is also important in the Son-in-law--Father-in-law and Son-in-law--Mother-in-law roles with the striking exception of the Mainstream Son-in-law--Father-in-law perceptions where the most pervasive factor is Insubordination. If we examine individual scales we find more fight with in the Mainstream than in the Hispanic sample. Specifically, the means for Father-in-law--Son-in-law are 4.5 and 3.3 (at $p < .05$) and for Mother-in-law--Son-in-law 3.9 and 2.6 (at $p < .01$). While there is less fighting in the Father-in-law--Son-in-law Hispanic data there is also less Intimacy (the means for reveals intimate thoughts to are 4.2 and 3.2 for the Mainstream and Hispanics). The same can be seen for tells personal problems to in the Mother-in-law--Son-in-law role where the Mainstream has a mean of 4.2 and the Hispanics a mean of 2.8, a difference significant at $p < .01$. Finally, hits has low probabilities, but nevertheless appears more probable in the Mother-in-law--Son-in-law Mainstream perception (3.2) than in the Hispanics' (2.2) and in the Son-in-law--Mother-in-law Mainstream (2.6) as opposed to the Hispanic (1.7)

perceptions. The latter difference is significant at the $p < .01$ level. In short it appears that there is a greater degree of strain in the in-law relationships perceived in the case of the Mainstream than in the case of the Hispanic samples.

Work Roles

We will first examine the Teacher-Student and Student-Teacher roles. In the Mainstream the most pervasive factor is Intimacy although it is quite low. In the Hispanics it is Hostility which is also low. Love and Respect seems somewhat higher in the Mainstream than in the Hispanics. The scales threatens and hits show higher means for the Mainstream than the Hispanics 4.9 and 3.8, 3.1 and 2.1 respectively (the last difference is significant at the $p < .01$ level). In the Student-Teacher role we find the Mainstream perceiving more threatens (mean 3.8) than the Hispanics (mean 2.6), (difference is significant at $p < .01$) and argues with 4.5 versus 3.3. On the other hand the behavior treats as a brother is slightly higher in the Mainstream (3.2) than the Hispanic (2.1) sample.

In terms of the roles Naval Officer-Seaman as well as Seaman-Naval Officer we find considerable Intimacy in the Mainstream and Hostility in the Hispanics which replicates the results we obtained for Teacher-Student. We find mostly Subordination in the case of Seaman-Naval Officer. The Mainstream in the case of this role also shows some Intimacy and Respect while the Hispanics show both some Liking and Contempt. The only scale that reaches significance is fights with which has a mean of 3.0 for the Mainstream and 2.0 for the Hispanics (significant at the $p < .01$ level).

In Foreman-Worker and Worker-Foreman we find a fairly similar pattern, namely Intimacy pervading the Mainstream and Hostility the Hispanic judgments. However there is also a good deal of Love and Respect as well as Control in the perceptions of both samples. Note the substantially higher levels of Love and Respect in the Mainstream relative to the Hispanic and of Control in the Hispanic relative to the Mainstream. It would appear that this is a role in which the

Hispanics expect more conflict and control and very little positive emotion. In the Worker-Foreman role the perceptions of the two groups are quite different with Subordination the only thing they have in common. The Hispanic level of Subordination is higher than the Mainstream. Two scales are significant, laughs at with the Mainstream mean at 3.6, Hispanic at 2.7, $p < .01$, and hits with means of 2.5 and 1.8, $p < .05$.

Finally we will examine equal status roles such as Seaman-Seaman where we find a good deal of Competition in both samples and some Subordination mixed with Liking in the Mainstream and Power Distance mixed with Liking in the Hispanics. Individual scales show the following pattern: fights with Mainstream mean 4.0, Hispanic 2.8, $p < .01$ and three others with $p < .05$ --threatens 3.8 and 3.0, disciplines 3.3 and 4.3, tells personal problems 4.7 and 3.9 for Mainstream and Hispanics respectively.

For Naval Officer-Naval Officer we find very powerful Competition pervading the Mainstream perceptions and a much more weak level of Competition in the case of the Hispanic perceptions. Power Distance is very important for the Hispanics and less important for the Mainstream. There is Respect and Guidance in the Hispanic and Respect and Liking in the Mainstream. Individual scales that show differences at the $p < .05$ include fights with 3.0 and 2.2, loves 3.3 and 4.5, and reveals intimate thoughts to 3.6 and 4.5 for the Mainstream and Hispanic samples respectively. Thus apparently there is less conflict and more love and intimacy in the Hispanic perceptions.

For the role Friend-Friend we find Competition as the major pervasive factor in the Mainstream and Love and Respect as the major factor in the Hispanics. Respect is present in the Mainstream as well as Intimacy and both samples have a Subordination factor. The only scale that is significantly different at the .05 level is threatens where the means are 3.9 (Mainstream) and 2.9

(Hispanics). It appears, then, that in equal status roles the Hispanics have a much more positive Love and Respect perception while the Mainstream has more Competitive perceptions of what takes place in such roles. At the same time the Hispanics see more Power Distance in such roles. This is confirmed with the data of Study 3 in which there is more perception of disciplines in the case of the Hispanic than the Mainstream samples for the Seaman-Seaman and Friend-Friend roles.

Overall Patterns of Results

A table was constructed in which the factors of Table 5 were classified according to three facets: high-low status roles, equal status roles, and low to high status roles; family vs. work roles; and non-blood kin and blood kin (nested in the family side of the previous facet). The frequencies were inspected and the following observations were made:

1. In high to low status roles, with blood kin, the Mainstream is seeing more Superordination than the Hispanics; the Hispanics see more Intimacy than the Mainstream.
2. Equal status roles are characterized by competition in all samples and in both family and work roles. The Mainstream sees more Power Distance in these roles than do the Hispanics in the case of family roles, but the reverse pattern is found in work roles.
3. In low to high status roles one sees a pattern that is similar to the one observed for high-low status roles within blood kin roles: the Mainstream sees more Subordination and the Hispanics more Love and Respect.
4. Outside the blood relative roles one notes a striking fact: The intimacy factor occurs in the Mainstream but not in the Hispanics.
5. There is much more intimacy in work roles in the Mainstream and more hostility and contempt in such roles in the Hispanic samples.

In summary, we have what might be called "more positive" relations within the blood kin family among Hispanics than in the Mainstream, but "more positive"

relations among those in work roles among the Mainstream than among the Hispanics. This pattern is consistent with the idea of a narrow ingroup for the Hispanics. The greater superordination of high status persons and subordination of low status persons found among the Mainstream suggests that status is an important dimension within the Mainstream. This does not mean that it is not important among the Hispanics, but because of greater levels of support, and intimacy in the Hispanic family the Superordination-Subordination dimension takes on a secondary importance.

A general finding of importance in all studies is that the obtained differences between Hispanics and Mainstream can be accounted by two sets of norms: First there is the set which has been called the simpatía script. Hispanics under-emphasize the frequency of negative behaviors and over-emphasize the frequency of positive behaviors. Actually, in our data this was the case only for the negative behaviors, but it was such a strong pattern that it was significant for all behaviors, on which there were cultural differences. Second, there was more Power Distance in the Hispanic data. That is, high status actors were seen as more likely to discipline, give orders to, and less likely to treat as brother, ask for permission, reveal intimate thoughts, or tell personal problems to a lower status person.

The data support some of the arguments presented in the literature. (a) Since the sample of roles we used was heavily linked to the family, the presence of the simpatía script supports the general notion that Hispanics place high value on family relations is supported; (b) there was a trend, which did not reach significance, suggesting support of the notion that there is more husband dominance in Hispanic than in Mainstream role perceptions; (c) the presence of the Power Distance norm within the family found in our data is consistent with Safa's (1974) description of Puerto Rican fathers as seldom affectionate and somewhat remote and rather formal. However, inspection of Table 2 suggests that

the Power Distance norm operates not only in the case of fathers, but rather in the case of high status persons within the family.

Implications for the Navy

The implications of these findings for the Navy are as follows: The blood-kin Hispanic family is more closely knit, supportive, intimate, and love and respect are strongly present in such roles. However, outside that framework, in roles outside that narrow ingroup, the Hispanics see more hostility, contempt and Power Distance than the Mainstream. Thus, leaving the protection of the family for the competition of the outside world is likely to be more threatening and unpleasant for the Hispanics. Perhaps the most important finding is the strong prevalence of competition in the Friend-Friend role in the Mainstream, which is not found in the Hispanic sample where this role is impregnated with Love and Respect. Perhaps this means that Hispanics will avoid competitive, and potentially hostile social environments, and will sacrifice themselves in order to maintain themselves in friendly, simpatico environments.

In summary we might view the differences between the Mainstream and Hispanics in terms of the push and pull provided by family and work roles. In the Mainstream both family and work roles are seen as good, but there is also enough superordination on the part of high status persons, and enough striving for independence on the part of low status persons, to argue that there is a force pushing the individual out of the family circle, in addition to the force pulling toward the family. Since many of the attributes that are seen in the family are seen also in work roles the Mainstream individual is also pulled toward work roles. In the Hispanic sample family roles are seen as very good and work roles are seen ambivalently. Of course, there is the realization that one has to make a living, but one can assume the force that pulls toward the family to be much stronger than the force that pulls toward the work roles. Furthermore, there is only a weak force pushing out of the family. Thus, the total picture is one

where the net force toward family and work roles might be somewhat in favor of work roles in the case of the Mainstream, and very much in favor of the family roles in the case of the Hispanics.

The implications of this pattern for the Navy is that it will necessarily have difficulties recruiting Hispanics. One can not simply look at the distribution of Hispanics in the U.S. and set a quota to match the percentages in the U.S. as the appropriate number of Hispanics in the Navy. The picture is more complex. For example, the extent to which a child has had enjoyable experiences in school (i.e., outside of the family) is a function of how accepted it is by peers, how successful it is in school work, how much it gets involved in events that provide status (e.g., elected to the student council), etc. To the extent that Hispanics, because of discrimination, difficulties with the language, or other factors, do not derive such pleasurable experiences in school they are bound to form the impression that pleasurable experiences can only be obtained in family settings, and expect work settings to be as unpleasant as school.

With respect to retaining Hispanics the Navy will have to examine if reducing competition, and making the work environment more supportive is feasible. These elements should help improve Hispanic re-enlistment rates.

Reference Notes

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Footnotes

1. Hector Betancourt helped in the collection of these data.
2. For a review of the literature on the Mexican family, and support of the hypothesis that it is more patriarchal see Gonzalez (1982).

Table 1

Number of Obtained Significant t-tests Compared with Number Expected by Chance

<u>Level of Significance</u>	<u>Number Expected by Chance</u>	<u>Number Obtained in Study 1</u>	<u>Number Obtained in Study 2</u>
.05	30	47	117
.04	24	39	111
.03	18	24	100
.02	12	23	76
.01	6	14	50

Table 2

Cases that Do Not Conform to the *Simpatia* Pattern (Study 1)

<u>Role</u>	<u>Behavior</u>	<u>Mainstream Mean</u>	<u>Hispanic Mean</u>	<u>Alpha Level</u>
<u>Negative Behaviors</u>				
Mother-Daughter	Disciplines	5.5	6.7	.33
Mother-Daughter	Gives orders to	5.4	6.9	.01
Father-Daughter	Gives orders to	5.6	6.8	.02
Husband-Wife	Gives orders to	4.2	6.1	.001
Seaman-Seaman	Disciplines	3.3	4.3	.05
<u>Positive Behaviors</u>				
Cousin-Cousin	Sends written invitation to	5.2	4.3	.05
Student-Teacher	Treats as brother	3.2	2.1	.01
Seaman-Seaman	Tells personal problems to	4.7	3.9	.05
Grandparent-Grandson	Asks for permission	4.2	3.2	.05
Father-in-law-- Son-in-law	Reveals intimate thoughts	4.5	3.3	.01
Mother-in-law-- Son-in-law	Tells personal problems to	4.2	2.8	.002

Table 2 (Cont'd)

Cases that Do Not Conform to the *Simpatía* Script (Study 2)

<u>Role</u>	<u>Behavior</u>	<u>Mainstream Mean</u>	<u>Hispanic Mean</u>	<u>Alpha Level</u>
Mother-Daughter	Disciplines	5.4	7.0	.003
Father-Daughter	Disciplines	4.9	6.3	.009
Brother-Brother	Disciplines	3.4	4.9	.002
Sister-Sister	Disciplines	3.7	5.2	.002
Grandparent-Grandson	Disciplines	3.8	5.2	.01
Mother-in-Law to Son-in-Law	Disciplines	2.7	4.2	.009
Cousin-Cousin	Disciplines	2.7	4.3	.001
Naval Officer-Seaman	Disciplines	6.8	8.2	.009
Foreman-Workman	Disciplines	3.8	5.5	.001
Son-Mother	Obeys	7.0	8.1	.01
Nephew-Uncle	Asks for money from	3.1	4.3	.006
Teacher-Student	Gives orders to	7.0	8.2	.01

Table 3

Selected Correlations among the Stimulus Persons

<u>Stimuli that are Correlated</u>	<u>Mainstream</u>	<u>From Samples</u>	<u>Hispanics</u>
<u>Attributes</u>			
I, MYSELF and MOTHER	.50		.57
FATHER	.39		.55
FRIENDS	.48		.52
FRIENDS MOTHER	.43		.46
FATHER	.40		.50
BLACK with WHITE NAVAL OFFICERS	.59		.72
LATINO with WHITE NAVAL OFFICERS	.64		.73
LATINO with BLACK SEAMEN	.52		.51
LATINO with WHITE PROFESSIONAL MEN	.52		.76
I, MYSELF with LATINO OFFICERS	.34		.53
I, MYSELF with LATINO SEAMEN	.31		.49
LATINO NAVAL OFFICERS with LATINO SEAMEN	.44		.64
LATINO SEAMEN with LATINO PROFESSIONAL MEN	.33		.50
<u>Behavioral Intentions</u>			
I, MYSELF and MOTHER	.49		.59
FATHER	.47		.48
LATINO SEAMEN	.36		.40
ANGLO JOB FOREMEN	.42		.36
LATINO and BLACK NAVAL OFFICERS	.72		.72
LATINO and ANGLO NAVAL OFFICERS	.71		.73
LATINO and ANGLO PROFESSIONAL MEN	.69		.75

Table 4

Comparison of the Factor Scores of the Two Samples

<u>Role</u>	<u>Perception</u>	<u>Behavioral Intention</u>
MOTHER	Hispanics perceive as more <u>brave, aggressive and tough.</u> ($\underline{t}=2.01, p<.05$)	Hispanics report more <u>respect, listen to, and help.</u> ($\underline{t}=3.2, p<.002$)
LATINO SEAMAN	Hispanics perceive as more <u>brave, aggressive and tough.</u> ($\underline{t}=3.7, p<.000$)	Hispanics report more <u>respect, listen to, and be friends with.</u> ($\underline{t}=4.0, p<.000$)
	Hispanics perceive as more <u>helpful, hardworking and trustworthy.</u> ($\underline{t}=4.96, p<.000$)	
LATINO NAVAL OFFICERS	Hispanics perceive as more <u>intelligent, hardworking and trustworthy.</u> ($\underline{t}=2.6, p<.01$)	
MY FRIENDS	Hispanics perceive as more <u>brave, aggressive and tough.</u> ($\underline{t}=2.2, p<.03$)	
LATINO JOB FOREMEN	Hispanics perceive as more <u>brave, aggressive and tough,</u> ($\underline{t}=3.1, p<.002$) more <u>intelligent, important and active,</u> ($\underline{t}=3.2, p<.001$) more <u>helpful, hardworking and trustworthy.</u> ($\underline{t}=3.1, p<.002$)	Hispanics report more <u>eat lunch with, go on shore leave with, take a camping trip with,</u> ($\underline{t}=2.2, p<.03$) more <u>respect, help, be friends with.</u> ($\underline{t}=3.2, p<.002$)
LATINO PROFESSIONAL MEN	Hispanics perceive as more <u>aggressive, active and helpful,</u> ($\underline{t}=4.0, p<.000$) more <u>tough, hardworking and trustworthy.</u> ($\underline{t}=4.5, p<.000$)	Hispanics report more <u>respect, listen to, and help.</u> ($\underline{t}=2.2, p<.03$)
BLACK PROFESSIONAL MEN	Hispanics perceive as more <u>active and helpful</u> ($\underline{t}=3.1, p<.002$)	
MY FATHER		Mainstream report more <u>discuss my problems with, ask for advice.</u> ($\underline{t}=2.5, p<.016$)

Table 5

Variance Accounted for and Mean Responses on Factors
for Mainstream and Hispanic Respondents

Nomenclature

COMPETITION = fights with, argues with, laughs at, plays games with

CONTEMPT = laughs at, plays games with

CONTROL = works together, disciplines

COOPERATION = works together with, treats as brother

EQUALITY = treats as brother, tells personal problems to

FORMALITY = sends written invitation to

FRIENDSHIP = treats as brother, works together, plays games with

GUIDANCE = threatens, hits, tells personal problems to, treats as brother, reveals intimate thoughts to

HOSTILITY = argues with, fights with, laughs at, excludes from workgroup with no other high loadings

INFORMALITY = not send written invitation to

INSUBORDINATION = fights with, laughs at, hits, gives orders to

INTIMACY = tells personal problems to, reveals intimate thoughts to

LIKING = loves, fights with, argues with

LOVE = loves

PLAYFULNESS = treats as brother, plays with

POWER DISTANCE = disciplines and asks for permission or takes and gives orders to

RESPECT = respects

STRIVING FOR INDEPENDENCE = threatens, argues with, does not love, does not respect

SUBORDINATION = asks for permission, takes orders from

SUPERORDINATION = gives orders, disciplines, threatens, fights with

Note that some factors represent a fusion of two or more of the above factors. Also that the very same combination of behaviors implies slightly different meaning in one context (role) than in another (role). This is the reason we had to use so many (20) names for "basic factors".

<u>ROLE</u>	<u>MAINSTREAM</u>			<u>HISPANIC</u>		
MOTHER-SON	Superordination	5.3	17%	Love	7.8	18%
	Intimacy	3.6	12%	Superordination	3.1	15%
	Respect and Love	8.5	10%	Intimacy	3.1	10%
FATHER-SON	Respect	8.1	19%	Respect and Love	8.0	20%
	Superordination	6.6	17%	Superordination	5.2	17%
	Intimacy	3.5	11%	Subordination	3.0	11%
	Love	8.4	6%	Intimacy	3.3	8%
MOTHER-DAUGHTER	Love and Respect	7.0	18%	Respect and Love	8.5	24%
	Superordination	4.5	15%	Hostility	3.4	15%
	Subordination	3.3	13%	Intimacy	4.6	10%
	Informality	3.8	7%	Subordination	3.2	8%
FATHER-DAUGHTER	Respect and Love	7.6	22%	Love and Respect	8.2	17%
	Superordination	4.0	15%	Hostility	3.9	15%
	Subordination	3.0	11%	Superordination	6.6	14%
	Intimacy	2.9	8%	Subordination	3.4	10%
				Intimacy	2.7	7%
BROTHER-BROTHER	Competitive Super- ordination	4.6	19%	Competitive Super- ordination	5.1	26%
	Love and Respect	7.2	18%	Love and Respect	7.4	19%
	Intimacy	5.0	12%	Cooperation	4.8	11%
	Power Distance	4.0	8%	Subordination	4.2	9%
SISTER-SISTER	Competitive Hostility	5.0	19%	Love, Respect and Intimacy	6.8	38%
	Power Distance	4.0	18%	Competition	5.0	11%
	Love and Respect	7.5	11%			
	Cooperation	4.8	7%			
WIFE-HUSBAND	Love, Respect and Intimacy	8.4	33%	Love, Respect and Intimacy	8.2	32%
	Power Distance	3.3	20%	Hostile Super- ordination	4.8	15%
	Hostility	4.6	9%	Subordination	6.4	9%

<u>ROLE</u>	<u>MAINSTREAM</u>			<u>HISPANIC</u>		
HUSBAND-WIFE	Love, Respect and Intimacy	7.6	37%	Love, Respect and Intimacy	8.3	30%
	Hostility	4.0	21%	Hostility	2.9	13%
	Power Distance	4.0	9%	Subordination	4.7	11%
	Superordination	3.8	5%	Equality	7.0	9%
				Superordination	5.0	6%
SON-MOTHER	Striving for Independence	3.6	23%	Striving for Independence	3.9	24%
	Intimacy	5.7	15%	Intimacy	4.6	15%
	Superordination	3.0	10%	Love, Respect and Subordination	8.5	8%
SON-FATHER	Subordination, Love, Respect and Intimacy	7.0	24%	Respect, Love and Subordination	8.1	24%
	Superordination	2.8	17%	Intimacy	4.2	15%
	Striving for Independence	4.5	10%	Superordination with Hostility	1.7	10%
				Independence	3.7	8%
DAUGHTER-MOTHER	Independence	4.6	21%	Love, Respect and Intimacy	9.4	27%
	Subordination	4.8	17%	Superordination	3.1	17%
	Superordination with Hostility	4.1	11%	Independence	4.5	9%
	Intimacy and Respect	9.0	8%			
	Love and Respect	9.7	6%			
DAUGHTER-FATHER	Hostility	3.7	27%	Subordination, Love and Respect	9.2	25%
	Love and Respect	9.0	20%	Intimacy	3.7	20%
	Independence	4.7	11%	Independence	4.3	10%
	Cooperation	5.4	7%			
COUSIN-COUSIN	Competition	3.8	25%	Love and Intimacy	5.5	28%
	Love and Respect	6.1	15%	Power Distance	3.0	18%
	Subordination	3.7	9%	Competition	4.1	10%

<u>ROLE</u>	<u>MAINSTREAM</u>			<u>HISPANIC</u>		
TEACHER-STUDENT	Intimacy	2.5	32%	Hostility	3.0	17%
	Love and Respect	5.2	14%	Love and Respect	4.0	16%
	Subordination	3.3	10%	Superordination	4.2	11%
	Superordination	5.5	6%	Playfulness	2.7	10%
				Guidance	6.1	7%
STUDENT-TEACHER	Intimacy	2.6	31%	Intimacy	3.4	26%
	Subordination	6.1	16%	Subordination	7.1	18%
	Love and Respect	5.2	8%	Superordination	2.1	11%
				Hostility	3.0	8%
				Contempt	3.5	6%
SEAMAN-NAVAL OFFICER	Subordination	4.0	35%	Subordination	4.0	28%
	Intimacy	2.4	12%	Liking	2.0	14%
	Respect	7.7	8%	Contempt	7.0	9%
NAVAL OFFICER-SEAMAN	Intimacy	1.9	29%	Hostility	6.5	18%
	Superordination	6.6	14%	Intimacy	2.0	14%
	Superordination with respect	6.6	9%	Liking	3.5	10%
WORKER-FOREMAN	Formality	4.0	29%	Hostility	2.6	27%
	Respect	2.9	12%	Love and Intimacy	3.1	16%
	Equality	3.3	11%	Subordination	7.8	12%
	Subordination	6.9	7%	Contempt	3.5	8%
FOREMAN-WORKER	Intimacy	2.7	25%	Love and Respect	2.9	23%
	Control	4.5	14%	Hostility	3.0	15%
	Liking	3.2	10%	Superordination	3.4	12%
	Respect	5.0	7%	Control	6.9	9%
UNCLE-NEPHEW	Superordination	3.9	26%	Guidance	5.6	27%
	Intimacy	3.8	14%	Hostility	2.7	16%
	Subordination	3.5	11%	Equality	3.5	10%
	Respect	5.6	10%	Intimacy	3.3	8%
	Love	5.3	7%	Love and Control	5.6	7%

<u>ROLE</u>	<u>MAINSTREAM</u>			<u>HISPANIC</u>		
NEPHEW-UNCLE	Striving for Independence	3.4	28%	Love and Respect	6.7	28%
	Subordination	6.1	15%	Friendship	4.3	19%
	Friendship	4.9	0%	Insubordination	2.4	10%
SEAMAN-SEAMAN	Comnetition	4.3	24%	Competition	3.6	23%
	Subordination and Liking	4.4	16%	Power Distance and Liking	5.1	18%
	Respect	5.8	9%	Intimacy	4.9	9%
NAVAL OFFICER- NAVAL OFFICER	Comnetition	3.2	25%	Power Distance and Liking	4.8	29%
	Power Distance	4.7	15%	Respect	7.5	19%
	Liking	4.4	10%	Guidance	3.2	10%
	Respect	7.7	8%	Competition	2.7	7%
FRIEND-FRIEND	Comnetition	4.2	24%	Love and Respect	7.3	25%
	Respect	6.8	18%	Friendship	7.3	16%
	Intimacy	5.7	3%	Power Distance	3.7	10%
	Subordination	5.0	7%	Subordination	5.4	7%
GRANDSON-GRANDPARENT	Insubordination	2.9	36%	Love and Respect	3.2	34%
	Subordination	7.1	11%	Intimacy	5.2	15%
	Intimacy	4.4	8%	Contempt	2.0	9%
GRANDPARENT-GRANDSON				Subordination	8.9	6%
	Guidance	3.3	26%	Love and Respect	7.0	22%
	Love and Respect	7.7	13%	Intimacy	4.1	17%
	Superordination	3.7	9%	Superordination	3.1	12%
FATHER-IN-LAW-- SON-IN-LAW				Liking	3.8	8%
	Intimacy	3.6	29%	Love and Respect	6.3	31%
	Superordination	3.5	17%	Superordination	3.0	23%
	Love and Respect	6.6	7%	Insubordination	3.6	11%
				Contempt	6.1	6%

<u>ROLE</u>	<u>MAINSTREAM</u>			<u>HISPANIC</u>		
SON-IN-LAW-- FATHER-IN-LAW	Insubordination	3.1	27%	Respect	6.7	29%
	Liking	7.9	18%	Hostility	2.7	17%
	Intimacy	4.0	8%	Intimacy	4.2	9%
MOTHER-IN-LAW-- SON-IN-LAW	Hostility	4.2	25%	Love and Respect	6.5	29%
	Love and Respect	6.1	16%	Hostility	3.0	17%
	Intimacy	4.0	10%	Contempt	3.4	9%
SON-IN-LAW-- MOTHER-IN-LAW	Love and Respect	6.7	30%	Love and Respect	6.8	31%
	Intimacy	4.0	15%	Hostility	2.8	23%
	Hostility	4.0	9%	Power Distance		
	Formal Subordination	4.9	7%	with Intimacy	4.3	8%

Appendix

Method

The 20 by 20 matrix of intercorrelations for each role, based on the number of observations which is equal to the number of subjects, was subjected to a factor analysis, with varimax rotation. The analysis was done separately for the Mainstream and Hispanic data. Comparisons of these factor structures identified common factors. Comparisons can only be done on such common factors, so below we only list the common factors. For each subject we computed a factor score based on the common factor scales. The mean of the factor scores obtained from the Mainstream (\bar{X}_M) was compared with the mean of the factor scores obtained from the Hispanics (\bar{X}_H) by t-test. In what follows we will only present the common factors and the corresponding means and t-tests. To avoid unnecessary analyses we only did this work for a sample of roles of Study 1.

Results

Mother-Son. No common factors.

Father-Son: Socializes (teaches responsibility, helps, loves)

$\bar{X}_M=22.0$ $\bar{X}_H=22.9$ non significant, but consistent with *simpatía* script.

Conflict (fights with, argues with, hits, disobeys)

$\bar{X}_M=8.2$ $\bar{X}_H=8.2$ non significant

Mother-Daughter: Positive Affect (helps, loves, respects)

$\bar{X}_M=20.9$ $\bar{X}_H=23.3$, $t=2.2$ $p<.03$ consistent with *simpatía* script

Father-Daughter: Positive Affect (loves, protects, respects, helps)

$\bar{X}_M=26.3$ $\bar{X}_H=29.4$ $t=1.8$, $p<.07$ consistent with *simpatía* script

Hostility (fights with, argues with, hits, disobeys)

$\bar{X}_M=7.8$ $\bar{X}_H=6.9$ $t=.83$, $p=.41$ but consistent with script

Appendix, p. 2

Brother-Brother: Positive Affect (helps, shares experience with, loves)

$\bar{X}_M=19.1$ $\bar{X}_H=21.5$ $t=2.08$ $p<.04$ significant and consistent with script

Hostility (fights, hits, gives orders to)

$\bar{X}_M=11.0$ $\bar{X}_H=9.9$ $t=.9$ $p=.34$ nonsignificant but consistent with script

Sister-Sister: Positive Affect and Interdependence (teach each other, helps, loves, respects, protects)

$\bar{X}_M=30.2$ $\bar{X}_H=32.7$ $t=1.07$ $p=.29$ nonsignificant but consistent with script

Exploits (gives orders to, fight/argues with, asks for money from)

$\bar{X}_M=10.5$ $\bar{X}_H=10.4$ nonsignificant but consistent with script

Hostility (hates, avoids, disciplines)

$\bar{X}_M=6.1$ $\bar{X}_H=6.0$ nonsignificant but consistent with script

Wife-Husband: Positive-Affect (helps, respects, cooks for)

$\bar{X}_M=19.5$ $\bar{X}_H=21.2$ $t=1.1$ $p=.26$ nonsignificant but consistent with script

Insubordinate (disobeys, gives orders to, keeps aspect of life secret from)

$\bar{X}_M=8.0$ $\bar{X}_H=7.6$ nonsignificant but consistent with script

Hostility (hates, avoids, disciplines)

$\bar{X}_M=5.0$ $\bar{X}_H=4.8$ nonsignificant but consistent with script

Husband-Wife: Positive Affect (loves, protects, respects)

$\bar{X}_M=21.9$ $\bar{X}_H=22.3$ nonsignificant but consistent with script

Hostility (hates, hits, disciplines)

$\bar{X}_M=4.2$ $\bar{X}_H=3.6$ nonsignificant but consistent with script

Superordinate (bosses, gives orders to)

$\bar{X}_M=6.7$ $\bar{X}_H=7.7$ $t=1.04$ $p=.3$ nonsignificant but consistent with Power Distance.

Appendix, p. 3

Son-Mother: Positive Affect (loves, protects, respects)

$\bar{X}_M=22.5$ $\bar{X}_H=23.8$ $t=1.09$ $p=.28$ consistent with *simpatía* script

Insubordination (fights with, disciplines, disobeys)

$\bar{X}_M=6.4$ $\bar{X}_H=6.1$ nonsignificant but consistent with script

Son-Father: Positive Affect (asks for advice, loves, causes to feel pride in)

$\bar{X}_M=19.3$ $\bar{X}_H=19.0$ nonsignificant and not consistent with script

Hostility (hates, hits)

$\bar{X}_M=2.0$ $\bar{X}_H=1.0$ $t=1.86$ $p=.07$ almost significant and consistent with script

Insubordination (disobeys, gives orders to)

$\bar{X}_M=4.2$ $\bar{X}_H=3.6$ $t=.77$, $p=.44$ nonsignificant but consistent with script

Nephew-Uncle: Subordination (asks for help from, does favors for, obeys)

$\bar{X}_M=15.8$ $\bar{X}_H=16.6$ nonsignificant but consistent with Power Distance norm

Hostility (fights with, avoids, hits)

$\bar{X}_M=4.3$ $\bar{X}_H=4.1$ nonsignificant but consistent with script

Seaman-Seaman: Intimacy (gives moral support to, jokes with, tells secrets to)

$\bar{X}_M=15.4$ $\bar{X}_H=15.2$ nonsignificant but consistent with script

Power Distance (disciplines, keeps aspects of life secret from)

$\bar{X}_M=6.0$ $\bar{X}_H=7.7$ $t=1.98$ $p<.05$ significant and consistent with Hispanic higher power distance

Naval Officer-Naval Officer: Interdependence (share Navy experience, respect, help)

$\bar{X}_M=16.1$ $\bar{X}_H=18.6$ $t=1.55$, $p<.12$ consistent with script

Exploits (hates, hits, fights with, asks for money from)

$\bar{X}_M=7.7$ $\bar{X}_H=6.7$ nonsignificant but consistent with norm

Power Distance (obeys, gives orders to)

$\bar{X}_M=7.6$ $\bar{X}_H=9.3$ $t=1.7$, $p=.09$ nonsignificant but consistent with power distance

Appendix, n. 4

Friend-Friend: Association (do favors for, do things together, help)

$\bar{X}_M=19.3$ $\bar{X}_H=18.9$ not significant; not consistent with *simpatia* script.

Hostility (avoids, hits, hates)

$\bar{X}_M=4.3$ $\bar{X}_H=4.5$ not significant; not consistent with *simpatia* script.

Power Distance

$\bar{X}_M=6.2$ $\bar{X}_H=8.1$ $t=2.43$, $p=.02$; consistent with Power Distance norm

Grandson-Grandparent: Hostility (hits, hates, disobeys)

$\bar{X}_M=2.5$ $\bar{X}_H=2.2$ nonsignificant, consistent with script

Positive Affect (learns from, helps, hugs, kisses)

$\bar{X}_M=19.7$ $\bar{X}_H=20.1$ nonsignificant but consistent with script

Intimacy (tells secrets to, gives money to)

$\bar{X}_M=5.5$ $\bar{X}_H=6.6$ not significant; inconsistent with script

Grandparent-Grandson: Hostility (hits, fights, argues with, avoids)

$\bar{X}_M=3.24$ $\bar{X}_H=3.20$ nonsignificant, consistent with script

Superordination (advises, gives orders to)

$\bar{X}_M=10.7$ $\bar{X}_H=10.2$ nonsignificant, not consistent with Power Distance norm

Support (lends money to, buys things for)

$\bar{X}_M=8.9$ $\bar{X}_H=9.0$ nonsignificant, consistent with script

Father-in-Law--Son-in-Law: Support (gives advice, helps, loves)

$\bar{X}_M=13.5$ $\bar{X}_H=15.1$ nonsignificant but consistent with script

Hostility (hates, asks for money, fights and argues with)

$\bar{X}_M=4.8$ $\bar{X}_H=4.3$ nonsignificant but consistent with script

Son-in-Law--Mother-in-Law: Positive Affect (loves, helps, gives moral support to)

$\bar{X}_M=14.7$ $\bar{X}_H=16.8$ nonsignificant, but consistent with script

Hostility (hits, gives orders to, hates)

$\bar{X}_M=3.3$ $\bar{X}_H=2.6$ nonsignificant, but consistent with script

Insubordination (disobeys, fights with, avoids)

$\bar{X}_M=6.1$ $\bar{X}_H=5.4$ nonsignificant, but consistent with script

Appendix, p. 5

Conclusion

Only two of the factors that are relevant to the *simpatía* script reached conventional levels of significance. However, on 30 out of 34 occasions where this script could operate the data were consistent with the *simpatía* script. Since if only chance factors were operating one would expect half of the observations to be consistent with the script, or 17 of the 34 to be consistent with the *simpatía* script, the deviation from chance is significant ($\chi^2=19.9$, $p<.001$). Thus we can conclude that the *simpatía* script is present in the Hispanic data.

In two of the seven occasions when the Power Distance norm could operate, conventional levels of significance were reached. Furthermore, on six of the seven occasions the data were consistent with the norm. The binomial test is almost significant ($p<.06$). Thus, while the number of occasions is not sufficient to reach conventional levels, the data are again consistent with the norm, and reinforce the conclusions of the main body of this report.

As a minimum we can conclude that this detailed analysis is consistent with the conclusion of the report: the differences between Hispanics and Mainstream can be accounted by two factors, the *simpatía* script and the Power Distance norm.

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(Manpower, Personnel, and Training)
Head, Research, Development, and
Studies Branch (Op-115)
1812 Arlington Annex
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Director
Civilian Personnel Division (OP-14)
Department of the Navy
1803 Arlington Annex
Washington, DC 20350

Deputy Chief of Naval Operations
(Manpower, Personnel, and Training)
Director, Human Resource Management
Plans and Policy Branch (Op-150)
Department of the Navy
Washington, DC 20350

Chief of Naval Operations
Head, Manpower, Personnel, Training
and Reserves Team (Op-964D)
The Pentagon, 4A478
Washington, DC 20350

Chief of Naval Operations
Assistant, Personnel Logistics
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NAVMAT 09M32
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Naval Material Command
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Naval Material Command
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Naval Personnel R&D Center
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List 5 BUMED

Commanding Officer
Naval Health Research Center
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Naval Regional Medical Center
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Naval Submarine Medical
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Director, Medical Service Corps
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Naval Aerospace Medical Research Lab
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Program Manager for Human
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Naval Medical R&D Command
National Naval Medical Center
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Navy Medical R&D Command
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Naval Postgraduate School
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Commanding Officer
Human Resource Management Center
Pearl Harbor, HI 96860

Commander in Chief
Human Resource Management Div.
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Officer in Charge
Human Resource Management Detachment
Naval Base
Charleston, SC 29408

Commanding Officer
Human Resource Management School
Naval Air Station Memphis
Millington, TN 38054

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Human Resource Management Center
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Commander in Chief
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Chief of Naval Education
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Director, Research Development,
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